

2022 NEW OR REVISED MATERIAL IS FLAGGED ON ITEM HEADER. *Revised guidance is shown in bold font.*

Program ID#: _____ Org. ID#: _____ Visit Date: _____
MM/DD/YYYY

Assessor ID#: _____ Assessor Last Name: _____

Class Name: _____ Class Number: _____

Age category(s) of children in this class: Infant Toddler Preschool
 Kindergarten School Age

Educators present during observation: Write only one name in each space. Additional staff can be added to the end-notes.	
1.	2.
3.	4.
Other adults present during observation: Write only one name in each space. Additional staff can be added to the end-notes.	
1.	2.
3.	4.

Class Observation	Start Time: _____ <small>hh:mm AM/PM</small>	End Time: _____ <small>hh:mm AM/PM</small>
Environmental Time Exception <input type="checkbox"/> Indoors <input type="checkbox"/> N/A	Start Time: _____ <small>hh:mm AM/PM</small>	End Time: _____ <small>hh:mm AM/PM</small>
Infant Sleep Time Exception <input type="checkbox"/> N/A	Start Time: _____ <small>hh:mm AM/PM</small>	End Time: _____ <small>hh:mm AM/PM</small>

Enter whole number counts only for the maximum number of staff and children at any time during the observation. Additional notes and observations about the number of staff and children may be provided in the notes section at the end of tool.

Max # of children: _____ Total # staff with max # children: _____ Expected # of staff: _____

The answers to the following two questions must be provided by the educators or Program Administrator.		
Are there children with disabilities in the class today? Yes <input type="checkbox"/> No <input type="checkbox"/>	<input type="checkbox"/> Specific learning disability	<input type="checkbox"/> Deafness
	<input type="checkbox"/> Other health impairment	<input type="checkbox"/> Hearing impairment
Are there children with disabilities enrolled in the class, although not here today? Yes <input type="checkbox"/> No <input type="checkbox"/>	<input type="checkbox"/> Autism spectrum disorder	<input type="checkbox"/> Deaf-blindness
	<input type="checkbox"/> Emotional disturbance	<input type="checkbox"/> Orthopedic impairment
	<input type="checkbox"/> Autism, spectrum disorders	<input type="checkbox"/> Intellectual disability
	<input type="checkbox"/> Speech/language impairment	<input type="checkbox"/> Traumatic brain injury
	<input type="checkbox"/> Visual impairment/blindness	<input type="checkbox"/> Multiple disabilities
	<input type="checkbox"/> Other: _____	<input type="checkbox"/> Other: _____

Reliability Check? Yes No

General Rating Guidelines:

Developmentally appropriate: based on what we know about the development and learning of children within a given age range, while also considering each child's individual abilities and needs, and his or her cultural background.

Children have chances: Chances are conversations, materials, equipment, or activities that allow for children to engage in a particular concept or area of development. Because "chances" is plural, at least 2 examples of chances in some/any combination must be observed to rate Yes.

Conflict: An active disagreement about opposing opinions or needs, accompanied by elevated emotions.

Play: Children's active engagement and enjoyment of an activity and their ability to determine how the activity is carried out.

Rating option No Opp: The assessor had no opportunity to rate this item during the observation. When "No Opp" does not appear as a rating option, the item should be observable during a one hour rating period.

Standard 1 – Relationships

1B: Building Positive Relationships between Teachers and Children.

1B.1 I T P K S NEW ITEM LANGUAGE 2022

Educators respond to children's negative emotions (hurt, fear, anger) by offering developmentally appropriate comfort, support, and assistance. Yes
 No No Opp

Rate as No Opp if no negative emotions are observed.

1B.2 I T P K S NEW ITEM LANGUAGE & GUIDANCE 2022

Educators take into account children's differing temperaments when relating to each child. Yes
 No

*Watch for **educators'** sensitivity to individual children (versus treating all children basically the same way).*

1B.3 P K S NEW ITEM LANGUAGE & GUIDANCE 2022

Educators take into account children's differing activity levels when relating to each child. Yes Not Age
 No

*Watch for **educators'** sensitivity to individual children (versus treating all children basically the same way).*

1B.4 I T P K S NEW GUIDANCE 2022 REQUIRED

This is a required item. If the assessor determines that this item is not fully met at the time of the site visit, the program will NOT be granted accreditation or its accreditation will be withdrawn (Random Visit or Verification Visit). Programs may appeal the determination to the Quality Assurance Committee of the Council on NAEYC Accreditation.

Staff never use physical punishment and do not engage in psychological abuse or coercion. Yes No

Rate No if any person employed by or volunteering for the program physically punishes, psychologically abuses, or coerces a child. This is a required assessment item. If a child is in immediate danger, assessors must immediately notify the program administrator and contact NAEYC Accreditation of Early Learning Programs staff.

Examples of physical punishment: Shaking, hitting, spanking, slapping, jerking, squeezing, kicking, biting, pinching, excessive tickling, and pulling of arms, hair, or ears; requiring a child to remain inactive for a long period of time.

Examples of psychological abuse: shaming, name calling, ridiculing, humiliation, sarcasm, cursing at, making threats, or frightening a child; ostracism, withholding affection, seclusion.

Examples of coercion: rough handling (shoving, pulling, pushing, grasping any body part); physical or mechanical restraint (forcing a child to sit down, lie down, or stay down) except when restraint is necessary to protect the child or others from harm; physically forcing a child to perform an action (such as eating or cleaning up).

NOTE: The use of a “physical escort” as defined below and properly used when necessary to protect the child or others from harm is NOT coercion.

Mechanical restraint: “the use of devices as a means of restricting a student’s freedom of movement.” (H.R. 7124, 2018)

Physical escort: “the temporary touching or holding of the hand, wrist, arm, shoulder, or back for the purpose of inducing a student who is acting out to walk to a safe location.” (H.R. 7124, 2018)

Physical restraint: “a personal restriction that immobilizes or reduces the ability of an individual to move the individual’s arms, legs, torso, or head freely, except that such term does not include a physical escort, mechanical restraint, or chemical restraint.” (H.R. 7124, 2018)

Seclusion: “the involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving, except that such term does not include a time out.” (H.R. 7124, 2018)

1B.5 I NEW ITEM LANGUAGE 2022

Infant **educators** talk, coo, and sing to infants and repeat infants' sounds. Yes Not Age No

1B.6 I T NEW ITEM LANGUAGE 2022

Educators are aware of infants', toddlers', and twos' individual levels of arousal and moderate their own voice level and physical interaction accordingly. Yes Not Age No

1B.7 I T NEW ITEM LANGUAGE 2022

Educators can distinguish the meaning of infant's, toddlers', and two's various cries and other signs of distress. Yes Not Age No No Opp

Rate as No Opp if no cries or other signs of distress are observed.

1C: Helping Children Make Friends

1C.1 I NEW ITEM LANGUAGE 2022

Educators facilitate infants' interest in looking at, touching, or vocalizing to other people. Yes Not Age No

1C.2 P K S NEW ITEM LANGUAGE 2022

Educators give children a chance to resolve their own conflicts without immediate teacher intervention. Yes Not Age No No Opp

Rate as No Opp if no evidence of conflicts is observed.

1C.3	T P K S	NEW ITEM LANGUAGE 2022
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When children are in conflict, **educators** help them identify their feelings. Yes Not Age
 No No Opp

Rate as No Opp if no evidence of conflicts is observed.

1C.4	T P K S	NEW ITEM LANGUAGE 2022
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When children are in conflict, **educators** help them identify and describe the problem. Yes Not Age
 No No Opp

Rate as No Opp if no evidence of conflicts is observed.

1C.5	T P K S	NEW ITEM LANGUAGE 2022
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When children are in conflict, **educators** help them think of alternative solutions. Yes Not Age
 No No Opp

Rate as No Opp if no evidence of conflicts is observed.

1D: Creating a Predictable, Consistent, and Harmonious Classroom

1D.1	I T P K S	
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Classroom materials show persons with differing abilities engaged in activities that counteract stereotypical limitations. Yes
 No

Counteracting stereotypical limitations: the selection and use of materials that represent people in ways that depict a diversity of experiences, values, abilities, dress, and customs rather than singular representations of an entire group or selection of people.

1D.2	I T P K S	
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Classroom materials show persons of different ethnic or cultural backgrounds engaged in activities that counteract stereotypical limitations. Yes
 No

Counteracting stereotypical limitations: the selection and use of materials that represent people in ways that depict a diversity of experiences, values, abilities, dress, and customs rather than singular representations of an entire group or selection of people.

1D.3	T P K S	NEW ITEM LANGUAGE 2022
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Educators offer children the chance to choose activities, materials, and areas in which to play. Yes Not Age
 No

1D.4	T P K S	NEW ITEM LANGUAGE 2022
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Educators anticipate problematic behavior and take steps to prevent it. Yes Not Age
 No

Rate Yes if no problematic behavior is observed.

Examples of problematic behavior: Temper tantrums, not following directions, persistent whining, conflicts with other children and adults.

1D.5	T P K S	NEW ITEM LANGUAGE 2022
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Educators use narration and description of ongoing interactions to identify prosocial behaviors. Yes Not Age
 No

1F: Promoting Self-Regulation

1F.1 T P K S

NEW ITEM LANGUAGE 2022

Educators help children learn emotional regulation skills.

Yes Not Age
 No

Examples of emotional regulation skills: Persisting when frustrated, gaining control of physical impulses, expressing emotions in non-harmful ways, learning about self and others.

1F.2 T P K S

NEW ITEM LANGUAGE 2022

Educators guide and support children to use language to communicate needs.

Yes Not Age
 No

1F.3 T P K S

NEW ITEM LANGUAGE 2022

Educators guide and support children to gain control of physical impulses.

Yes Not Age
 No

Standard 2 – Curriculum

2A: Curriculum: Essential Characteristics

2A.1 T P K S

The class's learning spaces offer learning experiences related to all these cognitive content areas: literacy; mathematics; science; technology; creative expression and the arts; health and safety; social studies.

Yes Not Age
 No

Examples of learning experiences: experiments, performing arts, conversations, field trips.

Technology: Equipment and machinery developed from scientific knowledge.

Examples of technology: Hand tools, microscopes, computers, clocks, keys, plumbing, wagons.

Examples of social studies: Family, friends, community, social roles, social rules, geography, money, businesses, governments.

2B: Areas of Development: Social-Emotional Development

2B.1 T P K S

Children have chances to recognize and name other people's feelings.

Yes Not Age
 No

2B.2 I

NEW ITEM LANGUAGE 2022

For infants, **educators** show and name their own feelings and the feelings of other children.

Yes Not Age
 No

2B.3 T P K S

Children have chances to learn how to resolve conflicts in constructive ways.

Yes Not Age
 No

2B.4 T P K S

Children have chances to understand that other people may have different thoughts and opinions than theirs.

Yes Not Age
 No No Opp

Rate as No Opp if there are no opportunities for such chances to take place during the observation. Rate No if there are missed opportunities for such chances to take place.

2B.5 T P K S

Children have chances to learn that other people may have different feelings than they do.

Yes Not Age
 No No Opp

Rate as No Opp if there are no opportunities for such chances to take place during the observation. Rate No if there are missed opportunities for such chances to take place.

2D: Areas of Development: Language Development

2D.1 P K S

NEW ITEM LANGUAGE 2022

Children have discussions with each other or with **educators** to solve problems related to the physical world.

Yes Not Age
 No No Opp

Rate as No Opp if no such problems are observed. Rate No if there are missed opportunities to discuss problems related to the physical world.

Examples of problems related to the physical world: How to retrieve a ball that has gone over a fence, using ramps to make cars go faster or further, putting puzzle pieces together.

2D.2 T P K S

NEW ITEM LANGUAGE 2022

Educators use words that children may not understand and provide explanations or examples of these words.

Yes Not Age
 No

2E: Curriculum Content Area for Cognitive Development: Early Literacy

2E.1 I T

NEW ITEM LANGUAGE 2022

Educators play individually with infants, toddlers, and twos by singing songs.

Yes Not Age
 No

2E.2 T P K S

NEW ITEM LANGUAGE 2022

Educators help children connect print to spoken word.

Yes Not Age
 No

Examples of print: Labels, classroom rules/routines, signs, posted letters, words, or sentences.

2E.3 P K S

Some of the books available to children relate to current learning topics, themes, or activities.

Yes Not Age
 No

2E.4 P K S

Writing materials and activities are readily available in art, dramatic play, and one or more other learning centers.

Yes Not Age
 No

Learning centers: Defined areas within a classroom prepared with a selection of materials that promote learning in a specific content area, such as art or science.

Examples of learning centers: Blocks/construction, writing table, woodworking, library, creative arts, manipulatives, science and collections.

2E.5 P K S

NEW ITEM LANGUAGE & GUIDANCE 2022

Educators help children write the words and messages they are trying to communicate.

Yes Not Age
 No No Opp

*Rate as No Opp if children are not observed to need help writing words and messages during the observation. Rate No if children are observed needing help writing words and messages and **educators** do not offer to help.*

2E.6 P K S

Printed words about topics of current interest are posted in the classroom at eye level or made available on laminated cards. Yes Not Age No

2E.7 P K S NEW ITEM LANGUAGE & GUIDANCE 2022

Educators model the process of print writing. Yes Not Age No No Opp

*Rate as No Opp if there are no opportunities for **educators** to model the functional use of writing during the observation. Rate No if there are missed opportunities for **educators** to model the functional use of writing during the observation.*

Writing: The act of communicating thoughts, ideas, and information to others through use of print.

Examples of writing: Lists, charts and graphs, letters, reflections on and responses to experiences, notes, instructions, signs, rules, procedures.

2F: Curriculum Content Area for Cognitive Development: Early Mathematics

2F.1 I T

Infants, toddlers, and twos have chances to play with toys in a variety of shapes. Yes Not Age No

2F.2 I T

Infants, toddlers, and twos have chances to play with toys in graduated sizes. Yes Not Age No

2F.3 I T

Infants, toddlers, and twos have chances to play with toys and objects in a variety of colors. Yes Not Age No

2F.4 I T

Infants, toddlers, and twos have chances to play with a variety of visually patterned toys and other objects. Yes Not Age No

Examples of visual patterns: Polka dots, stripes, zigzags, checkerboard, hounds tooth, paisley, animal print.

2F.5 T P K S

Children have chances to see and learn about number concepts. Yes Not Age No

Number concepts: The understanding of cardinal and ordinal number systems as related to objects and quantities and the static and dynamic nature of these relationships.

Examples of number concepts: Teachers counting out-loud for toddlers and twos, children counting, books, games, use of manipulatives, sequencing.

2F.6 T P K S

There are toys and other objects in the learning environment that children can categorize by shape, size, and color. Yes Not Age No

2F.7 P K S

There are toys and other objects in the learning environment that allow children to name and recognize two- and three-dimensional shapes. Yes Not Age No

2F.8 P

Children have chances to recognize and name repeating patterns. Yes Not Age
 No

*Repeating patterns: Sequences of colors, shapes, sounds, or other attributes that occur again and again.
Examples of repeating patterns: Circle, circle, square, circle, circle, square...; yellow, blue, red, yellow, blue, red...*

2F.9 K S

Kindergartners and school-agers have chances to make and record measurements of things. Yes Not Age
 No

2F.10 K S

There are toys and other materials in the learning environment that allow kindergartners and school-agers to create or explore repeating and growing patterns. Yes Not Age
 No

*Repeating patterns: Sequences of colors, shapes, sounds, or other attributes that occur again and again.
Examples of repeating patterns: Circle, circle, square, circle, circle, square...; yellow, blue, red, yellow, blue, red...
Examples of growing patterns: 1, 2, 4, 8...; yellow, blue, yellow, blue, red, yellow, blue, red, green...*

2F.11 K S

Kindergartners and school-agers have chances to do addition, subtraction, and other numerical operations in the classroom environment. Yes Not Age
 No

2F.20 I NEW ITEM 2022

Infants have chances (2 or more) to look at high contrast visual stimuli. Yes Not Age
 No

High contrast visual stimuli: Simple, engaging arrangements of black and white (or other high contrast) geometric shapes and patterns.

2G: Curriculum Content Area for Cognitive Development: Science

2G.1 I T

Infants, toddlers, and twos have access to toys and other things they can play with to make things happen. Yes Not Age
 No

2G.2 I T

Infants, toddlers, and twos have access to toys and other things they can play with and discover how to solve simple problems. Yes Not Age
 No

2G.3 P K S

There are at least two representations of data collection (e.g., through drawing or graphing) included in classroom displays. Yes Not Age
 No

Data: Broadly defined as factual information and may relate to any of the curriculum content areas (not just science).

2G.4 P K S

Children have chances to do activities that encourage them to think, ask questions, and make predictions about natural and physical phenomena. Yes Not Age
 No

Phenomena: Facts or occurrences directly observable by the senses.

2J: Curriculum Content Area for Cognitive Development: Creative Expression and Appreciation for the Arts

2J.1 ITPKS

Children have chances to appreciate culturally diverse visual arts in their learning environment. Yes No

*Visual arts: creations that can be observed and appreciated.
Examples of visual arts: Painting, drawing, sculpture, photos, mask-making, batik, quilts, basketry, architecture.*

2J.2 ITPKS

Children have chances to appreciate culturally diverse dramatic arts in their learning environment. Yes No

*If children witness dramatic performances or interact with materials related to dramatic arts, these are chances to gain appreciation of dramatic arts.
Dramatic arts: Arts created for the purpose of public performance. Examples of dramatic arts: Acting, (including dress-up), puppetry, musical recital, mime.*

2J.3 IT

Infants, toddlers, and twos have chances to explore and manipulate age-appropriate art materials. Yes Not Age No

2J.4 TPKS

Children have chances to develop and practice art skills. Yes Not Age No

Examples of art skills: Cutting, gluing, painting, sculpting, drawing, caring for tools and supplies.

2J.5 PKS

Children have chances to create both two- and three-dimensional art. Yes Not Age No

*Rate Yes if at least one opportunity of both types of art (two-dimensional AND three-dimensional) are observed.
Art (or "the arts"): The expression or application of human creative skill and imagination, producing works to be appreciated primarily for their beauty or emotional power. (<https://en.oxforddictionaries.com/definition/art>).
Examples of creative arts curriculum topics: Painting, drawing, sculpting, and use of other visual media; participating in music, movement, dramatic play, and puppetry; appreciation of art created by others; learning vocabulary related to the arts.*

2L: Curriculum Content Area for Cognitive Development: Social Studies

2L.1 TPKS

Children have chances to learn that families have a variety of family structures. Yes Not Age No

Examples of family structures: Nuclear family, single-parent family, extended family, childless family, step-family, grandparent family, and families including adopted members, same-sex spouses, unwed partners, teen-aged parents.

2L.2 T P K S

Children have chances to learn specific details about the actual community in which they live. Yes Not Age
 No

Generic books and posters about community resources or community helpers are insufficient to meet this item.

Community: The specific locality of a group of people with shared governmental, cultural, historical, social, religious, or occupational heritage.

Examples of community: Military bases; workplaces; academic campuses; local business, towns; neighborhoods; residential, and recreational areas or landmarks.

2L.3 P K S

Children have chances to learn about the physical and geographic characteristics of their local environment. Yes Not Age
 No

Examples of geographic characteristics: Rivers, gardens, mountains, parks, buildings, community businesses, and neighborhood layout.

2L.4 P K S

Children have chances to build a basic understanding of economic concepts. Yes Not Age
 No

Examples of economic concepts: Money, buying and selling, wants and needs, the value of things.

Standard 3 – Teaching

3A: Designing Enriched Learning Environments

3A.1 I T P K S

Educators have arranged their classrooms in a way that protects children’s health and safety. Yes
 No

3A.2 T P K S

At least half of the classroom displays show children’s works of writing, art, graphs, or other creations. Yes Not Age
 No

3C: Supervising Children

Infant and Toddler Supervision

3C.1 I T

NEW ITEM LANGUAGE 2022

All infants, toddlers, and young twos can be easily heard and seen (if not in the direct line of sight, then by looking up or turning in place) at all times--including when children are sleeping--by at least one member of the staff. Staff does not need to be directly looking at each child at all times to meet the requirement for sight supervision. Yes Not Age
 No

Rate the next two items NO OPP if Required Item 3C.1 is rated YES

3C.2 I T NEW ITEM LANGUAGE 2022 REQUIRED

This is a required item. If the assessor determines that this item is not fully met at the time of the site visit, the program will NOT be granted accreditation or its accreditation will be withdrawn (Random Visit or Verification Visit). Programs may [appeal](#) the determination to the Quality Assurance Committee of the Council on NAEYC Accreditation.

If one or more infant, toddler, or young two year old cannot be easily heard and seen at all times by at least one member of the staff, the child(ren) is/are in a safe environment. Yes Not Age
 No No Opp

Rating Note: If item 3C.1 (above) has been rated "Yes", then you must rate this item "No Opp".

If item 3C.1 has been rated "No", then you must rate this item "Yes" or "No".

Rate "No" if one or more infants, toddlers, or young twos are out of direct sight or sound supervision for any length of time, AND this is taking place in an unsafe environment.

Examples of situations leading to "Yes" ratings: (1) child is behind a structure in an adult-occupied, enclosed classroom; (2) child is not visible behind a utility shed on a securely enclosed playground at the program facility when staff are present.

3C.3 I T NEW ITEM LANGUAGE 2022 REQUIRED

This is a required item. If the assessor determines that this item is not fully met at the time of the site visit, the program will NOT be granted accreditation or its accreditation will be withdrawn (Random Visit or Verification Visit). Programs may [appeal](#) the determination to the Quality Assurance Committee of the Council on NAEYC Accreditation.

If one or more infant, toddler, or young two year old is out of the direct sight or sound supervision of all staff while in a safe environment, it is for no more than five minutes. Yes Not Age
 No No Opp

Rating Note: If item 3C.1 (above) has been rated "Yes", then you must rate this item "No Opp".

If item 3C.1 has been rated "No", then you must rate this item "Yes" or "No".

Rate "No" if one or more infants, toddlers, or young twos are out of direct sight or sound supervision for more than 5 minutes, even in a safe environment.

Safe environment: A fully enclosed area, free of safety and environmental hazards, occupied by at least one supervising adult.

Unsafe environment: Areas without a supervising adult; unenclosed areas allowing access to exterior of facility; any area with safety or environmental hazards that pose imminent or immediate risk to children.

Examples of unsafe environments: Facility parking lot, unoccupied bathroom, corridor, kitchen, storage room.

3C.4 I T

If any infant, toddler, or young two year old is sleeping, staff position themselves so someone can always hear and see them. Yes Not Age
 No No Opp

Rate as No Opp if no infants, toddlers, or young twos are sleeping during the observation.

Preschool Supervision

3C.5 P NEW ITEM LANGUAGE 2022

Preschoolers **are kept** in sight most of the time, with the exception of brief periods (up to five minutes, in a safe environment -- such as child's use of the toilet) when a child cannot be seen but can still be heard. Yes Not Age
 No

Rate the next two items NO OPP if Required Item 3C.5 is rated YES

3C.6 P NEW ITEM LANGUAGE 2022 REQUIRED

This is a required item. If the assessor determines that this item is not fully met at the time of the site visit, the program will NOT be granted accreditation or its accreditation will be withdrawn (Random Visit or Verification Visit). Programs may [appeal](#) the determination to the Quality Assurance Committee of the Council on NAEYC Accreditation.

If a preschooler is out of the direct sight **AND** sound supervision of all staff, it is for no more than 1 minute, and the child is in a safe environment. Yes Not Age No No Opp

Rating Note: If item 3C.5 (above) has been rated "Yes", then you must rate this item "No Opp".

If item 3C.5 has been rated "No", then you must rate this item "Yes" or "No".

*Rate NO if one or more preschoolers are out of direct sight **AND** sound supervision for more than one minute.*

3C.7 P NEW ITEM LANGUAGE 2022 REQUIRED

This is a required item. If the assessor determines that this item is not fully met at the time of the site visit, the program will NOT be granted accreditation or its accreditation will be withdrawn (Random Visit or Verification Visit). Programs may [appeal](#) the determination to the Quality Assurance Committee of the Council on NAEYC Accreditation.

If a preschooler is out of direct sight **OR** sound supervision of all staff, it is for no more than ten minutes and the child is in a safe environment. Yes Not Age No No Opp

Rating Note: If item 3C.5 (above) has been rated "Yes", then you must rate this item "No Opp".

If item 3C.5 has been rated "No", then you must rate this item "Yes" or "No".

*Rate No if one or more preschoolers are out of direct sight **OR** sound supervision for more than 10 minutes.*

Safe environment: A fully enclosed area, free of safety and environmental hazards, occupied by at least one supervising adult.

Unsafe environment: Areas without a supervising adult; unenclosed areas allowing access to exterior of facility; any area with safety or environmental hazards that pose imminent or immediate risk to children.

Examples of unsafe environments: Facility parking lot, unoccupied bathroom, corridor, kitchen, storage room.

Kindergarten and School-Age Supervision

3C.8 K S NEW ITEM LANGUAGE 2022 REQUIRED

This is a required item. If the assessor determines that this item is not fully met at the time of the site visit, the program will NOT be granted accreditation or its accreditation will be withdrawn (Random Visit or Verification Visit). Programs may [appeal](#) the determination to the Quality Assurance Committee of the Council on NAEYC Accreditation.

Kindergartners and school-age children **are kept** within sight and/or hearing most of the time. **Staff** may allow kindergartners and school-agers to leave their supervision (out of sight and sound) for up to 10 minutes so long as they are in a safe environment (e.g., go to hall bathroom; report to school nurse office). Yes Not Age No

Safe environment: A fully enclosed area, free of safety and environmental hazards, occupied by at least one supervising adult.

Unsafe environment: Areas without a supervising adult; unenclosed areas allowing access to exterior of facility; any area with safety or environmental hazards that pose imminent or immediate risk to children.

Examples of unsafe environments: Facility parking lot, unoccupied bathroom, corridor, kitchen, storage room.

3D: Using Time, Grouping, and Routine to Achieve Learning Goals

3D.1 T P K S NEW ITEM LANGUAGE & GUIDANCE 2022

When needed, **educators** support children in performing daily cleanup and maintenance jobs in the classroom. Yes Not Age No No Opp

*Rate as No Opp if daily cleanup and maintenance jobs do not take place during the observation. Rate No if there are missed opportunities for children to be engaged in these tasks or if daily cleanup and maintenance jobs are observed and **educators** do not support children in these tasks, when needed.*

3D.2 TPKS

NEW ITEM LANGUAGE 2022

Educators allow the right amount of time for children to smoothly transition from one activity to the next. Yes Not Age No No Opp

Rate as No Opp if no opportunity for transitions is present during the observation.

3E: Responding to Children's Interests and Needs

3E.1 ITPKS

NEW ITEM LANGUAGE & GUIDANCE 2022

Educators rearrange the classroom, when necessary, to help children explore new concepts or topics. Yes No No Opp

*Rate as No Opp if it is not necessary for **educators** to rearrange the classroom to help children explore new concepts or topics during the observation. Rate No if it becomes necessary for **educators** to rearrange the classroom to help children explore new concepts or topics during the observation and **educators** do not do so.*

Examples of rearranging the classroom: **Educators** expand learning centers or move furniture.

Learning centers: Areas within a classroom prepared with a selection of materials that promote learning in a specific content area, such as art or science.

Examples of learning centers: Blocks/construction, writing table, woodworking, library, creative arts, manipulatives, science and collections.

3E.2 ITPKS

NEW ITEM LANGUAGE & GUIDANCE 2022

Educators rearrange the classroom, when necessary, so children can continue doing an activity. Yes No No Opp

*Rate as No Opp if it is not necessary for **educators** to rearrange the classroom so children can continue doing an activity during the observation. Rate No if it becomes necessary for **educators** to rearrange the classroom so children can continue doing an activity and **educators** do not do so.*

Examples of rearranging the classroom: **Educators** expand learning centers or move furniture.

Learning centers: Areas within a classroom prepared with a selection of materials that promote learning in a specific content area, such as art or science.

Examples of learning centers: Blocks/construction, writing table, woodworking, library, creative arts, manipulatives, science and collections.

3E.3 ITPKS

NEW ITEM LANGUAGE & GUIDANCE 2022

Educators depart from planned activities if children show interest in a different topic or activity. Yes No No Opp

*Rate as No Opp if children do not show interest in a different topic or activity than is planned for the day during the observation. Rate No if children do show interest in a different topic or activity and **educators** do not depart from the planned activities for the day during the observation.*

3E.6 I

NEW ITEM LANGUAGE 2022

When an infant shows interest or pleasure in an activity, **educators** help prolong the activity through encouragement or active involvement. Yes Not Age No

3E.7 TPKS

NEW ITEM LANGUAGE & GUIDANCE 2022

Educators sometimes customize learning experiences, based on their knowledge of the children's social relationships. Yes Not Age No No Opp

*Rate as No Opp unless there is clear evidence of an opportunity for **educators** to do this. Look for evidence that **educators** have knowledge of the children and adapt teaching to meet the specific needs of each child and the class.*

Examples of learning experiences: Experiments, performing arts, conversations, field trips.

3E.15	I		NEW ITEM 2022
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In infant groups, schedules, routines, and learning experiences are flexible and follow babies’ needs and interests. Yes
 No

3E.16	I		NEW ITEM 2022
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Infant educators recognize and respond to babies’ nonverbal cues. Yes No Opp
 No

*Rate No if infants’ non-verbal cues are consistently ignored or unanswered.
Examples of non-verbal cues: lifting arms, offering items, wiggling, rocking, pointing, waving, smiling, frowning, grimacing.*

3F: Making Learning Meaningful for All Children

3F.1	P K S		NEW ITEM LANGUAGE 2022
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Educators have conversations with the children about their experiences. Yes Not Age
 No

3G: Using Instruction to Deepen Children’s Understanding and Build Their Skills and Knowledge

3G.1	I T P K S		NEW ITEM LANGUAGE & GUIDANCE 2022
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As a child refines skills or gains a new skill, **educators** fine-tune their teaching support to advance that child’s further learning (scaffolding). Yes
 No No Opp

*Rate as No Opp if there are no opportunities for children to refine or learn new skills.
Rate No if there are missed opportunities for **educators** to fine-tune their teaching support as children refine or learn new skills.*

*Examples of teaching supports related to scaffolding: **Educators** assist in making a plan to attempt new tasks, divide tasks into simpler tasks, or ask prompting questions to promote thinking about the task and problem solving.
Scaffolding: **Educators** “provide assistance and/or add support to enable each child to master a challenge just beyond his current level. The **educator** gradually reduces the support as the child is able to proceed independently.” **Adapted from** *Developmentally Appropriate Practice, 3rd Edition Page 154.**

3G.2	I T P K S		NEW ITEM LANGUAGE & GUIDANCE 2022
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As a child refines skills or gains a new skill, **educators** advance that child’s further learning by making the activity a little more difficult (scaffolding). Yes
 No No Opp

*Rate as No Opp if there are no opportunities for children to refine or learn new skills.
Rate No if there are missed opportunities for **educators** to advance a child’s learning by making the activity a little more difficult as children refine or learn new skills.*

*Scaffolding: **Educators** “provide assistance and/or add support to enable each child to master a challenge just beyond his current level. The **educator** gradually reduces the support as the child is able to proceed independently.” **Adapted from** *Developmentally Appropriate Practice, 3rd Edition Page 154.**

3G.3	T P K S		NEW ITEM LANGUAGE 2022
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Educators use their knowledge of curriculum content to pose problems and ask questions that stimulate the children to think. Yes Not Age
 No

3G.4	T P K S		NEW ITEM LANGUAGE 2022
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Educators help children express their ideas about curriculum content and build on the meaning of their experiences. Yes Not Age
 No

3G.5 T P K S NEW ITEM LANGUAGE 2022

Educators help children identify and use what they already know (prior knowledge). Yes Not Age No

3G.6 T P K S NEW ITEM LANGUAGE 2022

Educators provide learning experiences that extend and challenge children’s current understanding of the world. Yes Not Age No

Examples of learning experiences: Experiments, performing arts, conversations, field trips.

3G.11 I T NEW ITEM 2022

Educators listen and respond to what infant and toddlers say by providing additional information. Yes Not Age No

Examples of providing additional information: “Flower”; “The pink flower smells nice”; “Doggie”; “It’s a big brown dog”.

Standard 5 – Health
5A: Promoting and Protecting Children’s Health and Controlling Infectious Disease

5A.1 I T P K S NEW ITEM LANGUAGE 2022

Staff change diapers or training pants when wet or soiled. Yes N/A No No Opp

Do not rate how family members change diapers, if observed. Rate N/A if the class does not include children in diapers or training pants. Rate No if wet or soiled diapers were not changed during the observation. Rate as No Opp if there are no obvious signs of wet or soiled diapers or training pants during the observation.

5A.2 I T P K S

Each designated changing area is separated by a partial wall OR is located at least three feet from other areas that children use. Yes No

Designated changing area: An area or space prepared for the purpose of changing soiled diapers, training pants, or underwear and in which all changing related materials are readily available.

Examples of designated changing areas: Changing tables, bathrooms, curtained/semi-private nooks or corners.

5A.3 I T P K S

All diaper bins have a lid that opens and closes tightly using a hands-free device (e.g., step can). Yes N/A No

Rate N/A if the class does not include children in diapers or disposable training pants.

Rate YES if the class has an “in-counter drop-in” diaper bin that allows for hands-free disposal of soiled diapers.

Diaper bins: Receptacles designed and/or used for the purpose of containing soiled diapers.

5A.4 I T P K S

Children cannot access diaper bins. Yes N/A No

Rate N/A if the class does not dispose of diapers in their room.

Rate YES if the class has an “in-counter drop-in” diaper bin that is fully enclosed and cannot be accessed by the children.

Rate NO if diapers are disposed in an accessible trash can used for multiple purposes.

Diaper bins: Receptacles designed and/or used for the purpose of containing soiled diapers.

5A.5 I T P K S NEW GUIDANCE 2022

Both children and adults wash or sanitize their hands before meals and snacks. Yes No No Opp

For children 24 months and under, soap and water should be used and alcohol-based hand sanitizers should not be used.

*Rate as No Opp if no meals or snacks are consumed during the observation. **Bottle feedings are rated in item 5A.8.***

5A.6 ITPKS

Both children and adults wash or sanitize their hands after playing in water that is shared by two or more people. Yes No No Opp

For children 24 months and under, soap and water should be used and alcohol-based hand sanitizers should not be used. Rate as No Opp if water play does not take place during the observation.

5A.7 ITPKS

Both children and adults wash their hands after touching sand or dirt. Yes No No Opp

Rate as No Opp if neither children nor adults touch sand or dirt during the observation.

5A.8 ITPKS

NEW GUIDANCE 2022

Adults wash or sanitize their hands before and after feeding a child. Yes N/A No No Opp

*Rate N/A when observing meal or snack time in classes where all children are capable of independently feeding themselves. Rate as No Opp if no **bottles**, meals, or snacks are served during the observation.*

5A.9 ITPKS

When washing their hands, adults and children rub their hands vigorously for at least 20 seconds, including back of hands, wrists, between fingers, under and around any jewelry, and under fingernails. Yes No No Opp

ALL elements must be observed in MOST of the adults and children MOST of the time to rate Yes for this indicator. Rate as No Opp if no handwashing takes place during the observation.

5A.10 I

NEW ITEM LANGUAGE 2022 REQUIRED

This is a required item. If the assessor determines that this item is not fully met at the time of the site visit, the program will NOT be granted accreditation or its accreditation will be withdrawn (Random Visit or Verification Visit). Programs may [appeal](#) the determination to the Quality Assurance Committee of the Council on NAEYC Accreditation.

Staff place infants on their backs to sleep, without the use of infant sleep positioners, unless ordered by a physician. Yes Not Age No No Opp

Rate as No Opp if no infants are observed being placed to sleep. During the Orientation Meeting at the beginning of the Site Visit, the assessor will ask if any enrolled infants younger than 12 months have a physician's authorization to be placed to sleep in any position other than back. If so, documentation must be shown to the assessor prior to scheduled class observations.

Infant sleep positioners: Devices intended to keep an infant in a desired position while sleeping.

Examples of infant sleep positioners: Sleeping bolsters, wedge-style positioners, rolled up blankets placed under the infant, elevated crib mattresses.

5A.11 I

NEW ITEM LANGUAGE 2022

Staff only place infants to sleep in equipment that is specifically designed for infant sleep. Yes Not Age No No Opp

Rate as No Opp if no infants are observed being placed to sleep.

Examples of equipment not specifically designed for infant sleep: Car safety seat, swing, bouncer, stroller, infant seat, highchair.

Examples of infant sleeping equipment: Cribs, play yards, cots, mats, sleeping bags or pads, Montessori floor beds.

5A.12 I

When infants arrive to the program asleep, or fall asleep, in equipment not specifically designed for infant sleep, the infant is removed and placed in appropriate infant sleep equipment. Yes Not Age No No Opp

Rate as No Opp if no infants arrive to the program asleep, or fall asleep during the observation, in equipment not specifically designed for infant sleep.

Examples of equipment not specifically designed for infant sleep: Car safety seat, swing, bouncer, stroller, infant seat, highchair.

Examples of infant sleeping equipment: Cribs, play yards, cots, mats, sleeping bags or pads, Montessori floor beds.

5B: Ensuring Children’s Nutritional Well-being

5B.2 I

Staff do not feed infants in place of other forms of comfort.

Yes Not Age
 No

5C: Promoting and Protecting Children’s Health and Controlling Infectious Disease

5C.1 I T P K S

Food-serving tables and high chairs are cleaned and sanitized after each use.

Yes
 No No Opp

Rate as No Opp if no food is served during the observation.

5C.2 I T P K S

When strong odors occur in the air, they are controlled using ventilation (not air-freshening sprays).

Yes
 No No Opp

Rate as No Opp if no strong airborne odors occur during the observation. Rate No if odors persist and staff have not attempted to control them.

5C.3 I T P K S

If a child has contaminated a toy with saliva or other body secretion or excretion, staff set the toy aside for washing in a bin or in another location created for that purpose.

Yes
 No No Opp

Rate as No Opp if no toy becomes contaminated during the observation period.

Examples of body secretions or excretions: Blood, saliva, urine, feces, vomit, or mucous.

Standard 6 – Staff Competencies, Preparation, and Support

6A: Supportive Work Environment

6A.1 I T P K S

There is suitably sized seating available to adults in the classroom.

Yes
 No

Suitable seating: A stool, chair, bench, or other seat that is capable of supporting an adult person.

6B: Professional Identity and Recognition

6B.1 I T P K S

NEW ITEM LANGUAGE & GUIDANCE 2022

Staff communication with families is culturally sensitive and professional.

Yes
 No No Opp

*Rate as No Opp if no communication between **staff** and family members is observed.*

Standard 7 – Families

7A: Knowing and Understanding the Program’s Families

7A.1 I T P K S

If needed, teachers assist families in handling difficult separations during drop-off and pickup times.

Yes
 No No Opp

Rate as No Opp if no difficult separations are observed.

Standard 9 – Physical Environment

9A: Indoor and Outdoor Equipment, Materials, and Furnishings

9A.1 ITPKS

Classrooms are designed so staff can supervise children by sight and sound at all times, without relying on mirrors, cameras, or sound monitors. Yes No

9A.2 ITPKS

Classrooms are arranged to provide children with semiprivate areas. Yes No

*Semiprivate: A space designed for a small number of people.
Examples of semiprivate areas in classrooms: Easel, loft, playhouse, book nook, cozy corner, tent.*

9A.6 ITPKS

Posted daily schedules, lesson plans, and other notices in the classroom are current and up to date. Yes No

9A.7 ITPKS

NEW ITEM 2022

Classrooms have clear pathways that allow children to move from one area to another without disturbing other children’s work and play. Yes No

9C: Building and Physical Design

9C.1 ITPKS

The classroom is free of hazards that could lead to electrical shock, burns or scalding, slipping, tripping, or falling. Yes No

Tamper resistant outlets may be difficult to see. Assessors ask about use of tamper resistant outlets during the Orientation Meeting.

9C.2 ITPKS

NEW ITEM LANGUAGE & GUIDANCE 2022

There is a well-marked first aid kit **accessible** during **indoor and/or outdoor gross motor** play. Yes No No Opp

Rate as No Opp if the class does not go outside or use an indoor gross motor space during observation. Rate No if location of first aid kit is not apparent, or it cannot be readily accessed.

9C.3 IT

NEW GUIDANCE 2022

There are no choking hazards within the reach of infants, toddlers, or young two year olds. Yes Not Age No

Use a choke tube to measure classroom items that might be too small when observing in infant, toddler, and young two year old rooms. Natural items in outdoor learning environments (e.g., acorns) and art/sensory materials (e.g., pompoms) that are explored under close supervision are not rated as choking hazards.

9C.9 TPKS

Children can reach the hand-washing sinks without staff assistance (step stools are available if needed). Yes N/A No

Rate N/A if no hand-washing is observed.

9D: Environment Health

9D.1 I T P K S

Toxic substances are inaccessible to children. Yes No

Toxic substances: Any substance that is potentially harmful if ingested, inhaled, or absorbed through the skin.
Examples of toxic substances: Cleaners, detergents, bleach, hand sanitizer, paint, pesticides, herbicides, floor and furniture polish.

Standard 10 – Leadership and Management

10.B: Management Policies and Procedures

NEW ITEM LANGUAGE & GUIDANCE 2022

Indoor Ratios	I T P K S	ItemID	Age Category	Ratio	<input type="checkbox"/> Yes	<input type="checkbox"/> Not Age
Staff maintain developmentally appropriate staff-to-child ratios in classrooms and other indoor settings.		10B.1	Infant <i>0 to 15 months</i>	1:4	<input type="checkbox"/> No	<input type="checkbox"/> No Opp
		10B.2	Toddler/Two <i>12 to 36 months</i>	1:6	<input type="checkbox"/> No	<input type="checkbox"/> No Opp
		10B.3	Preschool <i>30 months to 5 years</i>	1:10	<input type="checkbox"/> No	<input type="checkbox"/> No Opp
		10B.4	Kindergarten <i>public/private K to 1st grade</i>	1:12	<input type="checkbox"/> No	<input type="checkbox"/> No Opp
		10B.5	School-Age <i>public/private 1st grade or higher</i>	1:15	<input type="checkbox"/> No	<input type="checkbox"/> No Opp

Rate as No Opp if no indoor time is observed with the class. For mixed aged classes, rate each of the applicable items for the age categories present.
Mixed age class: a class that includes children whose ages range beyond the overlapping portion of two age categories.
Example: A class of children aged 9 months to 24 months is a mixed age infant-toddler class.
Staff-to-child ratio: The number of children compared to the number of staff.

NEW ITEM LANGUAGE & GUIDANCE 2022

Indoor Class Size	I T P K S	ItemID	Age Category	Class Size	<input type="checkbox"/> Yes	<input type="checkbox"/> Not Age
Staff maintain a developmentally appropriate class size in classrooms and other indoor settings.		10B.6	Infant <i>0 to 15 months</i>	8	<input type="checkbox"/> No	<input type="checkbox"/> No Opp
		10B.7	Toddler/Two <i>12 to 36 months</i>	12	<input type="checkbox"/> No	<input type="checkbox"/> No Opp
		10B.8	Preschool <i>30 months to 5 years</i>	20	<input type="checkbox"/> No	<input type="checkbox"/> No Opp
		10B.9	Kindergarten <i>public/private K to 1st grade</i>	24	<input type="checkbox"/> No	<input type="checkbox"/> No Opp
		10B.10	School-Age <i>public/private 1st grade or higher</i>	30	<input type="checkbox"/> No	<input type="checkbox"/> No Opp

Rate as No Opp if no indoor time is observed with the class.
 For mixed aged classes, rate each of the applicable items for the age categories present.
Mixed age class: a class that includes children whose ages range beyond the overlapping portion of two age categories.
Example: A class of children aged 9 months to 24 months is a mixed age infant-toddler class.

NEW ITEM LANGUAGE & GUIDANCE 2022

Outdoor Ratios

I T P K S

ItemID

Age Category

Ratio

10B.11	Infant <i>0 to 15 months</i>	1:4	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Not Age <input type="checkbox"/> No Opp
10B.12	Toddler/Two <i>12 to 36 months</i>	1:6	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Not Age <input type="checkbox"/> No Opp
10B.13	Preschool <i>30 months to 5 years</i>	1:10	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Not Age <input type="checkbox"/> No Opp
10B.14	Kindergarten <i>public/private K to 1st grade</i>	1:12	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Not Age <input type="checkbox"/> No Opp
10B.15	School-Age <i>public/private 1st grade or higher</i>	1:15	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Not Age <input type="checkbox"/> No Opp

Staff maintain developmentally appropriate staff-to-child ratios in outdoor settings.

Rate as No Opp if no outdoor time is observed with the class. For mixed aged classes, rate each of the applicable items for the age categories present.

Mixed age class: a class that includes children whose ages range beyond the overlapping portion of two age categories.

Example: A class of children aged 9 months to 24 months is a mixed age infant-toddler class.

Staff-to-child ratio: The number of children compared to the number of staff.

Global Ratings					
<i>Indicate your level agreement or disagreement with the following statements. Select only one position for each statement. Additional comments may be added to the Notes section below.</i>					
There were many positive interactions between children and staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
The furnishings in the room are rich in quantity, quality, and variety.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
The materials in the room are rich in quantity, quality, and variety.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
The indoor learning space is optimally and uniquely suitable for the age and developmental level of the children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Notes					
<i>Notes are NOT optional for this tool. Describe what was happening with the class during the observation period: indoor vs. outdoor play, free play, routines, transitions, snacks or meals, arrival times, etc. If staff entered or left during the observation, note time in or out. Note anything unusual or challenging. You may also use this page optionally to record comments about particular ratings, questions, issues, procedural irregularities, or anything else you think NAEYC should know about this class assessment or this tool. Write item numbers if applicable.</i>					